"Dollars and Sense"

a.k.a.

Grantwriting 101

Butte County Children and Families Commission
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Grants are:

- A means to develop innovative programs, provide additional services or pilot new projects.

- A way to be creative and leverage funding sources.

- A tool for bringing people together to create solutions.

Philosophy of Grants

Grants are not:

- Money to be spent any way desired. Grants have specific guidelines on how funding may be used.

- A way to make extra money. Well-planned and well-managed grants usually break even.

> **Well planned grants get buy-in from all stakeholders**

- ❑ Is our agency eligible to apply?

- ❑ Doe the guidelines of the grant match our project concept? If not, do we want to modify our project to fit the funding guidelines?

- ❑ Is there enough time to plan and write a grant?

- ❑ Is there enough money available to do what our project proposes? Are funds available from multiple sources? If not should we modify our project objectives in keeping with available funding?

- ❑ Is the competition too great for the number of grant awards available?

- ❑ After carefully reading the application's fine print, are we still interested in applying?

- ❑ Has the authorized agency designee given official permission to apply for the grant?

- ❑ Do we have buy-in from administrators, parents, teachers and participants who will be involved in the project?

- ❑ Have we established a reasonable timeline to complete the grant application?

Grants can be a success even if they aren't funded.

Components of a grant proposal

Abstract
Briefly yet powerfully summarizes the proposal and the grant request

Introduction
Introduces the applicant and reviews qualifications and credibility.

Need or Problem Statement
Documents the need or problem and describes how the funding will provide a solution.

Plan of Operation
Goal – sets the theme for the proposal and describes what will be accomplished. Objectives – establish measurable outcomes. Activities – provide a clear picture of what steps participants will take to achieve the outcomes.

Evaluation
Develops a plan to determine the effectiveness of the project and the extent to which the goal is met.

Budget
Clearly details the costs of the grant; shows which costs are grant-funded and which are supported "inkind."

Key Personnel
Outlines the experience and qualifications of project staff and their ability to successfully carry out the project.

Your need statement is the heart of your proposal

Sample Goals and Objectives

Teen Impact

> **Goal**: Ensure a safe and secure learning environment, free of drugs and violence, through a comprehensive prevention/intervention program focusing on improved student resiliency and involving a partnership of students, school personnel, parents, law enforcement, law enforcement representatives, and community members.

Objective 1: Improve school climate through increased student support services, landing to safe and secure learning environments.

Objective 2: Improve the effectiveness of violence prevention strategies through the active involvement of students.

Objective 3: Increase partnerships and interagency collaboration to promote safe schools.

Project Outcomes:
- Safe School Teams at both the school and district level will involve community partners.
- Parents will increase their knowledge of both conflict resolution and violence prevention strategies.
- Student-developed Public Service Announcements will increase community awareness of district violence-prevention activities and will encourage community member involvement.
- School personnel will improve their knowledge of community resources.

Healthy Start

> **Goal:** Reduce child, family and community risk factors that prevent children from learning and developing to their full potential and becoming contributing members of the community.

Objective 1: Students: Increase student achievement and performance through improved participation and attendance in school and after school programs.

Objective 2: Families: Improve family stability, productivity, and independence through increased participation in social services and educational programs.

Objective 3: Community: Provide a healthier, safer community for students and families through coordination of services and programs.

Urban/Rural School-to-Career

> **Goal:** Focus and enhance the services of San Diego's Countywide School-to-Career Partnership so that youth in the identified high poverty area can fully access school-to-career opportunities and be prepared for high-skill, high-wage careers and further education.

Objective 1: Improve support services to students and their families, eliminating barriers and ensuring students are able to take full advantage of school-to-career opportunities.

Objective 2: Enhance school-based learning activities to ensure all project students reach higher levels of academic achievement and meet standards necessary for success in the workplace and in post-secondary education.

Objective 3: enhance work-based learning activities to ensure all project students have the career information, job related experiences and work readiness skills needed to select and follow a rewarding career.

Tips for Meeting Deadlines

1. *Establish a timeline.*
   Don't forget to plan time for meetings, thinking, research and rough drafts. A good rule of thumb for allocating time is to triple your initial estimate. Be sure you clearly understand the RFP. If you need clarification, call the funding source contact.

2. *Complete pages which require original signature – these are usually the front page and the assurance pages.*
   Determine who should sign the pages and arrange for signatures as soon as possible. Don't wait until the last minute.

3. *Document the NEED for the project.*
   Gather demographics/statistics about your agency and the community. Conduct any needs assessments suggested by the grant guidelines. Solicit support for the project and obtain letters of support if appropriate. (For the best and most timely results, clearly outline for your partners the points to be covered or draft a letter yourself that they can sign.)

4. *Develop a project draft/working budget.*
   Work with the staff that will manage the project to develop a tentative budget. Remain flexible with the budget as the project develops.

5. *Outline the plan o operation.*
   Establish project goal(s) and objectives. Begin developing the activities and design an evaluation component.

6. *Respond to each section of the request for proposal guidelines.*
   Every section/question has a purpose. Even if the question seems repetitious, answer it fully and in the order given in the grant proposal guidelines.

7. *Have your proposal read for content and clarity – preferably by someone who is not familiar with the proposal.*
   Ask your reader to respond to the following questions: Does the project reflect the priorities in the grant guidelines? Is every question/section answered? Is the language clear and concise? Is the content consistent?

8. *Have your proposal edited for grammar, punctuation, spelling and math errors.*
   The more people who can help you "proof" the proposal, the more mistakes you will catch.

9. *Review evaluators' comment and rewrite the proposal.*
   A reasonable time after the proposals have been scored, request your scores and comments from the funder. Also request a copy of the top-ranked proposal. Use what you learn from the funder to refine and rewrite your proposal. Don't give up on your idea – try another grant cycle or another source.